DOCUMENT RESUME

ED 247 401 CE 039 428

TITLE	A Study of Articulation in Missouri Vocational Technical Programs. Final Report.
INSTITUTION	State Fair Community Coll., Sedalia, Mo.
SPONS AGENCY	Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.
PUB DATE	30 Jun 84
NOTE	70p.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Administrator Attitudes; Adult Vocational Education; *Articulation (Education); *Educational Cooperation; Educational Planning; Educational Research; Inservice Teacher Education; Institutional Cooperation; Models; Postsecondary Education; Secondary Education; State Surveys; Teacher Attitudes; *Vocational Education
IDENTIFIERS	*Missouri

ABSTRACT

Potential for articulating students between Missouri institutions offering vocational-technical education at the secondary, postsecondary, and adult levels was investigated. To determine the attitudes of administrators and instructors toward articulation, a survey was mailed to four- and two-year institutions, Area Vo-Tech Schools, and comprehensive high schools. Results indicated that articulation is prevalent, the sequencing of curriculum and communication are perceived as important factors in the articulation process, and administrators are receptive to the concept and practice of articulation. Institutional commitment was found to encompass administrative support, instructor/counselor time, and curriculum development. Essential items in the written cooperative agreement were agreement on curriculum, a method of recordkeeping, awarding of advanced standing or credit, type of inservice education, and time period of agreement. A model for articulation is then presented that would have the greatest potential in Missouri. Its five strategies are described: (1) establish articulation of vocational programs as a high institutional priority, (2) establish a joint advisory committee to facilitate coordination, (3) obtain state support for participation in articulation, (4) provide inservice training, and (5) institute formal articulation agreements. Appendixes, amounting to over one-half of the report, include the survey instrument and sample articulation materials. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED247401

MO8413122

A STUDY OF ARTICULATION

IN

MISSOURI VOCATIONAL TECHNICAL PROGRAMS

Project No. 84-131/132-600 (126-126)(B)

FINAL REPORT

SUBMITTED BY

STATE FAIR COMMUNITY COLLEGE
SEDALIA, MO 65301

June 30, 1984

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D Hunt

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE039428

INTRODUCTION

The development of articulation processes that would enable secondary vocational students to make a smooth transition to post-secondary vocational programs with appropriate credit granted for secondary experiences have long been a major concern of Missouri vocational educators.

A report entitled "Vocational Education, an Investment in the Future of Missouri" issued by Task Force 1990 on January 14, 1977, recommended that:

(1) The State Board of Education, in cooperation with the Department of Higher Education and the Department of Social Services, appoint a task force charged specifically with developing a working articulation model. The model should be developed with the aim of providing for continuous educational progression of students with a minimum of attrition and maximum efficiency which will provide opportunities for students to progress on a continuum from one level of education to the next.

(2) A system be established to permit the transfer of credit earned in approved post-secondary programs between area vocational-technical schools, community colleges, technical institutes or other institutions of higher education within the state.

These recommendations stem from the problems of articulation between post-secondary vocational programs offered in the AVTS and community/junior colleges and between secondary AVTS programs and post-secondary programs in the community colleges. At that time only two Missouri community/junior colleges recognized high school work completed in similar vocational studies by granting credit without examination.

The report also states that the term articulation is the process of transfer and progression of students from one level of vocational education to the nest. More specifically, the articulation process was regarded as the

extent to which the secondary and post-secondary levels in the educational system provide for the continuous educational progress of students with a minimum of repetition and maximum of efficiency. The major goals of articulation in vocational education should be to provide students an opportunity to develop their highest potential without unnecessary duplication of instruction and delay in reaching their occupational objective.

Due to a lack of progress on these recommendations, the Missouri Advisory Council for Vocational Education recommended that the state level task force be established to develop a working articulation model. This group was established in 1979 and after several working sessions developed a twelve-page document describing how articulation of vocational/technical programs can be promoted.

Basically, the document recommended that a state level coordinating council should be established with membership composed as follows: five representatives from community/junior colleges; eight from area vocational/technical schools, comprehensive high schools, and skill centers; and three from four-year post-secondary institutions. In addition, the Commissioner of Education and the Commissioner of Higher Education will each appoint two members of their staffs to serve on the council. The eight committee members from the two and four-year colleges shall be named by the Commissioner of Higher Education and the eight committee members from the area vocational/technical schools, comprehensive high schools and skill centers, shall be named by the Commissioner of Education. This Articulation Council shall be first convened by the chairman of the current Articulation Task Force, and thereafter by the elected chair of the Articulation Council. The Articulation Council shall meet at least twice a year.

In 1980, the State Board of Education and the Coordinating Board of

Higher Education passed resolutions which together brought into being the State Vocational/Technical Articulation Council. This Council held its organizational meeting on June 19, 1980. After several planning sessions, it was agreed that the State Board of Education and the Coordinating Board of Higher Education would each name four representatives to three curriculum areas. On July 1, 1981, Commissioner Arthur Mallory transmitted the names of the secondary representatives. As of February 28, 1983, the Coordinating Board of Higher Education has not named their representatives, and the Vocational/Technical Articulation Council has not met since March of 1981.

Six years after the report issued by Task Force 1990, and despite repeated efforts at the State level to facilitate articulation models, the opportunities for students to receive credit for their secondary vocational education have not increased significantly.

THE PROJECT

With the preceding background in mind the Research Coordinating Unit of the Department of Elementary and Secondary Education funded a project in July of 1983 to study articulation in Missouri. The overall goal of the project was to determine the potential for articulating students between Missouri institutions offering vocational-technical education at the secondary, post-secondary, and adult levels.

To accomplish this goal, the project attempted to answer four questions:

1. What are the attitudes of administrators and instructors toward articulation?
2. What commitments do educational institutions have to make for articulation to be successful?
3. What cooperative agreements between institutions are necessary?
4. What "process" has the most potential in the state of Missouri?

ATTITUDES

To answer this question a survey instrument was developed and mailed to 196 representative four-year institutions, two-year institutions, Area Vo-Tech Schools, and comprehensive high schools. Results of the survey indicated the following general conclusions:

1. Articulation is prevalent in Missouri schools, with over 50 percent of survey respondents indicating activity in articulation.
2. Two factors are perceived as important in the articulation process
   a. the sequencing of curriculum
   b. communication in particularly between guidance personnel and with advisory committee members
3. Administrators are receptive to the concept and practice of articulation.

SURVEY RESULTS
Totals

%	No.	
	196	Questionnaires Mailed
58	114	Questionnaires Returned
Persons Responding		
90	103	Administrators
Vocational Population - Secondary Students		
9	10	No secondary students indicated
51	58	Fewer than 250
28	32	250-500
6	7	501-750
6	7	751 and over
Adult Population		
51	58	No adult students indicated
24	27	Fewer than 250
4	4	250-500
2	2	501-750
20	23	751 and over
Agreements in Place		
25	28	Formal
27	31	Informal
4	5	Both
44	50	None

Articulation Activities In Which Institutions Are Participating (30% of respondents or more)

	C	AVTS	Jr. Col.	4-Yr.
Communication				
Workshops	76	*39/34	*30/40	*33/50
Visits	71	47/32	50	67/50
Planning				
Facilities	49			
Programs	59			
Equipment			30	
Curriuulum Design				
Sequence/Content/Materials/Evaluation			/30	
Sharing of Resources - none abcve 30%				
Credential/Equivalency Practices Admissions	35			50
Policy				
Articulation Agreements	37		40	
Institutional Cooperation	49		40	33
Student Accessibility	45			
Advisory Committees				
Community Reps	43	42/34	30/40	33/33
Employers	37	45	30/50	/33
Student Services				
Record Systems	51		/30	
Guidance/Counseling	67	34	30/40	/33
Needs Assessment	41		/30	
Placement	59	37	/30	
Follow-Up	45	39	/30	

*Secondary/Post-Secondary or Adult

Articulation Activities in Which Institutions Believe They Should be Participating (30% or more)

	C	AVTS	Jr. Col.	4-Yr.
Communication				
In-Service Release Time		32		
Planning				
Facilities		32		
Programs		34	40	33
Curriculum Design				
Sequence	33	50		
Content	37	*39/42	30	33
Materials		34/39		33
Evaluation	31	45/34		
Sharing of Resources				
Equipment			50	
Personnel			30	/33
Community Resources			30	
Industry Resources			40	
Credential/Equivalency Practices				
Staff Qualifications		34		
Admissions		/32		
Advanced Program Placement		/37	30	/33
Policy				
Articulation Agreements		50/61	50	50/50
Institutional Cooperation		/42	30	
Role/Scope		32/34	30	
Student Accessibility			40	
Advisory Committees				
Community Reps			30	
Employers			30	
Student Services				
Record Systems			30	
Guidance/Counseling		/32		
Needs Assessment		/32	30	
Placement			30	
Follow-Up			30	

ARTICULATION FACTORS RATED MOST HELPFUL
(40% or higher)

	Comp.	Vo-Tech	Jr.	4-Yr.
Coordination and local ties	40	43	70	
Scheduling and calendar coordination	45	43		
Policies regarding course requirements and credit transfers	40	54	70	83
Informed guidance and student services personnel	42	48	60	67
Statewide articulation mechanism		54	40	
Admission policies		52	50	50
Duplication of learning experiences			40	
Interaction among faculty, programs, institutions, etc.		48	70	50
Student knowledge about existing policies	43		40	50
Management policies concerning student transition				50
Concerns regarding quality of instruction			50	50
Standardized objectives and curriculum evaluation	42		50	
Funding for release time for planning			50	
Differences in delineation of course guides			40	
In-service training in articulation methods		43		
A learning content data base, industry referenced		41		

COMMITMENT

Commitment will be discussed in detail later but in short the phrase "Put your money where your mouth is" adequately describes what an institution must commit.

Obviously, top-level administrative staff must philosophically and verbally be supportive of articulation for it to be successful. But to get to the point where articulation can occur requires instructor/counselor time and frequently curriculum development. This is not intended to imply a one-time investment: there will be a continuing investment, although initital cost will be greatest.

The question an institution must answer at this juncture is simply: "Will the cost outweigh the benefits to students?"

COOPERATIVE AGREEMENTS

To formalize the articulation process a written agreement needs to be developed and signed by participating institutions. Several formats are presented later for consideration.

While no one standard format is being recommended, there are key items that should be detailed in the agreement. These items are:

1. Agreement on curriculum, i.e., competency based.
2. A method of recordkeeping.
3. What type of advanced standing or how much credit will be received.
4. What type of inservice instructors, counselors, and administrators will participate in.
5. The time period the agreement is in effect.

PROCESS

The process of articulation is discussed in detail in the following pages.

STRATEGIES FOR ARTICULATING SECONDARY AND POST-SECONDARY VOCATIONAL PROGRAMS IN MISSOURI

The strategies identified in this model are designed to address existing factors which limit articulation within and between vocational programs. While other strategies may be added, implementation of the following is considered essential to the successful development of an effective articulation system.

STRATEGY I - ESTABLISH ARTICULATION OF VOCATIONAL PROGRAMS AS A HIGH INSTITUTIONAL PRIORITY

STRATEGY II - ESTABLISH A JOINT ADVISORY COMMITTEE TO FACILITATE COORDINATION

STRATEGY III - OBTAIN STATE SUPPORT FOR PARTICIPATION IN ARTICULATION PROCESSES

STRATEGY IV - PROVIDE IN-SERVICE TRAINING FOR INSTRUCTORS AND STUDENT SERVICES PERSONNEL

A. DEVELOP COORDINATED COMPETENCY BASED CURRICULUM

B. DESIGN COORDINATED STUDENT EVALUATION AND RECORD KEEPING SYSTEM

STRATEGY V - INSTITUTE FORMAL ARTICULATION AGREEMENTS

STRATEGY I - ESTABLISH ARTICULATION VOCATIONAL PROGRAMS AS A HIGH INSTITUTIONAL PRIORITY

The first step in articulating vocational students within a given region is to establish articulation as a high priority objective. College administrators, vocational school directors, and local school superintendents must agree to the importance of establishing a system which would enable a student at any instructional level to obtain advanced credit or advanced placement for knowledge and competencies achieved at that level. Prior to the design and implementation of an articulation plan, top level administrators must commit to the time, money, and efforts necessary to establish an effective, workable articulation system. Documented support of the commitment to articulate should be obtained from all institutions within a region who wish to participate. Sample copies of commitment are included as Appendix A.

STRATEGY II - ESTABLISH A JOINT ADVISORY COMMITTEE TO FACILITATE COORDINATION

Advisory committees provide a vital link in promoting effective communication and overall coordination of articulation efforts. Good communications promote faster cooperation and mutual trust and provide the foundation on which to develop and implement an articulation system which will enhance educational opportunity for all vocational students. Utilization of a

joint advisory committee which represents both secondary and post-secondary education further promotes cooperation and strengthens coordination of articulation activities.

It is recommended that the membership of the joint advisory committee include representatives of the administrative and instructional staffs of the participating institutions, at least one representative of the Missouri Department of Elementary and Secondary Education or Missouri Advisory Council on Vocational Education, and a curriculum specialist.

Since the overall objective of the joint advisory committee is to promote coordination, it will be the responsibility of the committee to develop and coordinate implementation of the articulation plan. The committee should organize, select a chairperson, and outline a program of work. While additional duties may be assigned, the following responsibilities must be included in the committee's work schedule.

Step 1. Identify and discuss existing situations within the region which negatively affect smooth articulation. (Sample survey included as Appendix B)

Step 2. Identify strategies which address those factors. (Sample survey included as Appendix B)

Step 3. Establish a priority order for vocational programs to be articulated and schedule an expected completion date. (See Appendix C)

3a. Obtain state support for participation in articulation processes.

3b. Coordinate delivery of in-service training.

3c. Identify acceptable method of articulating curriculum content.

3d. Coordinate consistent student evaluation and record keeping system.

3e. Adopt formal articulation agreements.

Step 4. Organize Program Coordinating Subcommittees to implement articulation procedures for specified programs.

The program coordinating subcommittees should be comprised of faculty providing related instruction and student services personnel from each participating institution, local representatives from business and industry, and at least one member of the joint advisory committee to serve as liaison between the two groups.

Step 5. Present articulation plan and subsequent periodic progress reports to their respective governing boards.

STRATEGY III - OBTAIN STATE SUPPORT FOR PARTICIPATION IN ARTICULATION PROCESSES

It would appear that the impetus for implementation of an effective articulation system rests with the financial and organizational support available from various state-level educational entities. A mandate by the Missouri Commissioner of Education would identify articulation as a priority objective for the state and would establish guidelines by which the Department of Elementary and Secondary Education, the Missouri Advisory Council for Vocational Education, the Coordinating Board of Higher Education, and others could cooperatively support articulation of vocational students.

It is recommended that the DESE issue Level II RFP's to support the costs of orientation in-service training required by institutions wishing to enter into articulation agreements. Funds awarded in response to the RFP's would cover the initial expenses of workshop consultants, substitute teachers, travel, and material resources. As outlined in Strategy II, it is the responsibility of the joint advisory committee to initiate response to the Level II Requests for Proposals from the state. The committee will delegate completion of the proposal response to the appropriate program coordinating subcommittee. Orientation workshops would be conducted on a regional basis rather than at individual institutions to provide cost reduction for the Department. Regional involvement may also enhance instructor enthusiasm for participation.

To facilitate statewide coordination, DESE must also identify a coordinator of articulation activities. It is recommended that the coordinator coordinate delivery of the orientation workshops and subsequent in-service training and assure that in-service content is appropriately designed to meet certification requirements of all vocational instructors.

It will be the responsibility of the joint advisory committee to procure the funds needed to support implementation of the articulation system. It is suggested that the committee utilize such resources as private industry, educational foundations, JTPA, etc., to finance the costs of curriculum development, delivery of student services, equipment, acquisition, and establishment of equivalency practices. The coordinator will oversee the implementation of standardized guidelines and also establish a resource center for the dissemination of appropriate information as requested.

STRATEGY IV - PROVIDE INSERVICE TRAINING FOR INSTRUCTORS AND STUDENT SERVICES PERSONNEL

While there are several different methods which might be used to articulate the curriculum content of vocational programs, it is recommended that participating institutions incorporate competency based instruction as an integral component of the articulation process. Application of competency based instruction to existing curricula will provide necessary structure for coordination and sequencing without unnecessary program disruption. To clarify the importance of CBI to an effective articulation system, the following essential elements of competency based instruction are identified.

Step 1. Competencies are identified, verified, and publicized to students.

Step 2. Evaluation of student achievement requires actual performance and is criterion referenced.

Step 3. Instructional programs provide for the development of competencies at each student's individual rate of progress.

Step 4. A method for recording the competencies achieved by each student is established to provide systematic documentation of student performance.

To facilitate implementation of competency based instruction, it will be necessary to provide in-service training for the instructional staffs and student services personnel of participating institutions. The Vocational Instructional Management System which has been recently established as a priority objective for vocational education in Missouri heavily emphasizes implementation of competency based instruction. Therefore it is recommended that the content of the Vocational Instructional Management System in-service workshops currently conducted throughout the state be expanded to address the in-service needs of institutions participating in the articulation system. The in-service workshops should address the following topics:

1. Identification of occupational goals and student performance objectives.

   a. Review of existing instructional goals and objectives.

   b. Involvement of advisory committees in adopting or modifying available resources (i.e., V-TECS) including occupational and task analyses to meet local needs and priorities.

2. Development of class/student performance objectives.

3. Determination of instructional delivery methods.

4. Selection of student evaluation criteria and procedures.

It is recommended that the following guidelines be considered in articulating curricula:

1. Students should be graded on their own level of achievement of the predetermined standard and not in relation to how well other individuals achieve.

2. The minimal acceptable level of achievement should be based on the required entry level in the business or industry.

3. The grading system should be based on non-punitive strategies. Grades for competencies achieved should not be lowered by competencies not achieved.

4. The system should provide recognition for achievement beyond the minimal level.

5. Both secondary and post-secondary faculty must agree on the same criteria or standard to be achieved for each competency.

6. The evaluation system (grade, points, number, symbol, etc.) will relate the degree to which the standard criteria for each competency has been achieved.

7. Students should be evaluated on affective, cognitive and psychomotor competencies. Usually three separate lists of competencies are used for the three domains. The grading composition; i.e., percentage for affective (attendance, attitude, work values), cognitive (knowledge) and psychomotor (manipulative) skills must be agreed on by both secondary and post-secondary faculty.

8. It is recommended that a 0 - 4 point system be used for all competency-based courses.

9. Letter grades may be used to indicate the percentage of achievement in a content area.

10. The date should always be recorded when a competency is completed.

Step 5. Design of student record keeping system.

The following practices should be considered when establishing a system for recording student achievement of competencies.

1. A common recording system should be used at both the secondary and post-secondary levels.

2. The recording document should be an official school record and part of the student's permanent record.

3. The record should contain a listing of all terminal competencies in the occupational program.

4. The record should have an evaluation column beside each competency for each major grading period to indicate the level of mastery.

5. When a student completes a program that merits a certificate, the achievement level should be documented on the certificate.

6. The permanent student competency record should include the following information: (1) vocational program; (2) competency list (including cognitive, affective and manipulative skills); (3) signatures of student, instructors(s) and school official(s); and (4) official school seal.

Step 6. Determination of needed equipment, supplies, and instructional resources.

Sample copies of workshop materials are included as Appendix D.

STRATEGIES V - INSTITUTE FORMAL ARTICULATION AGREEMENTS

An articulation agreement is a formal contract between two institutions which relates their commitment to students to award post-secondary credit for competencies achieved at the secondary level. The agreement relates specific policy concerning transfer of credit, advanced placement, and placement by examination.

Vocational programs may be articulated in several stages as the curricula are coordinated and the degree of coordination and standardization will dictate the content and duration of the articulation agreement(s).

The following procedures are recommended as guides in the development and adoption of an articulation agreement by the joint advisory committee:

Step 1. Determine that curricula are sufficiently coordinated.

Step 2. Review agreements of other institutions and draft an agreement appropriate for current use.

Step 3. Distribute proposed agreement to appropriate program coordinating committee and top level administrators for review and recommendations.

Step 4. Submit revised agreement to attorney to determine appropriateness and legality of the document.

Step 5. Submit approved agreement to governing boards for adoption.

Step 6. Obtain official signatures and distribute copies to all parties involved.

Examples of formal articulation agreements are included as Appendix E

RECOMMENDATIONS

It is the consensus of the project steering committee presents the following recommendations to be incorporated in the model to promote development and implementation of a successful articulation system.

1. Competency based instruction be adopted as the method of instructional delivery for successful articulation.
2. Articulation of vocational students be identified and established as a top priority for the state of Missouri providing financial and organizational support.

3. A coordinator of articulation be selected to oversee statewide activities and to establish an articulation resource center.
4. Additional time be supported by DESE to further refine the process model as it relates to comprehensive high schools and four-year institutions.

LETTER OF INTENT (SAMPLE)

JANE DOE DEAN
VO-TECH EDUCATION
COMMUNITY COLLEGE
ANYTOWN MO 66666

Dear Jane:

Having read the information provided by the Research Coordinating Unit of the Missouri Department of Elementary and Secondary Education relative to Articulation, Anytown School District agrees to participate in the project. Further, we agree to the following assurances:

1. That V-TECS approved formats and processes will be utilized in the development and field testing of materials produced by the project.

2. That participating teachers will be allowed reasonable release time for in-service training and curriculum development.

3. That our contact person will serve as a member of the Joint Advisory Committee and will attend, when possible, all scheduled meetings of the committee.

4. That Anytown School District, to the greatest extent possible, utilize the inservice added cost funding to support articulation efforts.

Sincerely,

John Doe
Superintendent (or Community College official)

Appendix B - Survey Instrument

RCU ARTICULATION PROJECT
Survey Instrument

PROJECT DEFINITION OF ARTICULATION: A process of coordination which enables the learner to make a smooth transition from one level/system to another without duplicating educational experiences.

PART A: BACKGROUND
Please check the appropriate response in answer to the following questions.

1. What is your job title?
   - _____ Administrator
   - _____ Adult Education Coordinator
   - _____ Placement Specialist
   - _____ Counselor
   - _____ Teacher
   - _____ Other; specify _____

   _____ (number of sending schools)

   _____ (number of secondary school districts in district)

2. At what type of institution are you employed?
   - _____ Comprehensive High School
   - _____ Area Vocational-Technical School
   - _____ Junior/Community College
   - _____ Four Year Institution

3. What is the vocational population of your institution?

Secondary Students	Adult Students
_____ Less than 250	_____ Less than 250
_____ 250-500	_____ 250-500
_____ 501-750	_____ 501-750
_____ 751 or over	_____ 751 or over

4. Does your institution have vocational articulation agreements with other educational institutions, and if so, what type are they? (Check all that apply.)

   _____ Formal (documented) _____ Informal (personal) _____ Have none

5. If agreements exist, to what extent? (Check only one.)
   - _____ All programs
   - _____ Specific programs (Please identify) _____

PART B: ARTICULATION EFFORTS AND ACTIVITIES

Please indicate the type(s) of institution(s) with which you participate (or believe you should participate) in articulation activities.

	Currently Participating	Should Be Participating
1. High School(s)	_____	_____
2. Area Vocational-Technical School(s)	_____	_____
3. Junior/Community College(s)	_____	_____
4. Four-Year Institution(s) (2-year program)	_____	_____

The following is a list of articulation activities. Please check the program levels at other institutions with which your school is currently participating or should be participating in such activities.

Articulation Activities	Secondary Programs		Post-Secondary/Adult Programs	
	Currently Participating	Should Be Participating	Currently Participating	Should Be Participating
1. Communication				
Workshops/Meetings				
Visits				
In-Service Release Time				
Other _____				
2. Planning				
Facilities				
Programs				
Equipment				
Staffing				
Other _____				
3. Curriculum Design				
Sequence				
Content				
Materials				
Evaluation				
Other _____				
4. Sharing of Resources				
Equipment				
Personnel				
Community Resources				
Industry Resources				
Other _____				
5. Credential/Equivalency Practices				
Staff Qualifications				
Admissions				
Advanced Program Placement				
Other _____				
6. Policy				
Articulation Agreements				
Institutional Cooperation				
Facilities				
Role/Scope				
Student Accessibility				
Other _____				
7. Advisory Committees				
Community Representatives				
Employers				
Educ. Service Agencies				
Others _____				
8. Student Services				
Record Systems				
Guidance/Counseling				
Needs Assessment				
Placement				
Follow-Up				
Other _____				

PART C: ARTICULATION FACTORS

Please rate the following statements indicating how helpful they would be in the articulation of students between institutions.

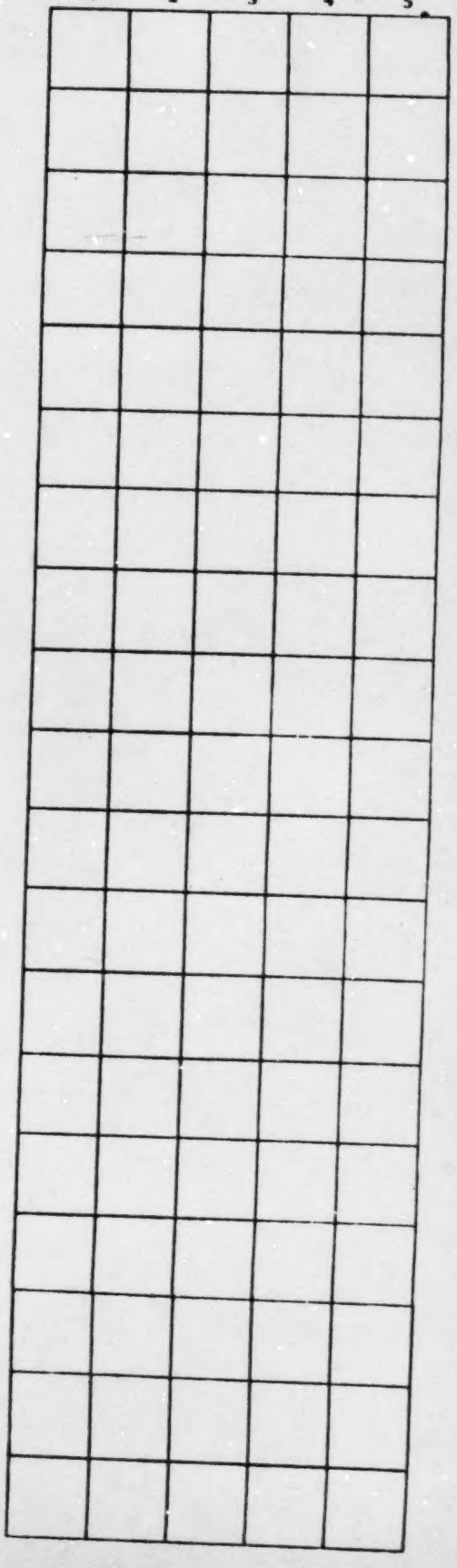
	Least Helpful → Most Helpful				
	1	2	3	4	5
1. Coordination and local ties (e.g., between community colleges and local school systems).					
2. A statewide mechanism(s) to assure articulation.					
3. Scheduling and calendar coordination.					
4. Policies in admissions betweeen receiving and sending institutions.					
5. Policies regarding course requirements, prerequisites and credit transfers between receiving and sending institutions.					
6. Student knowledge about existing policies within the institution.					
7. Management policies and strategies concerning student transition.					
8. Informed guidance and student services personnel.					
9. Inservice training in articulation methods.					
10. Funding for release time for planning.					
11. Duplicationn of learning experiences and overlapping curriculum.					
12. A learning content data base, referenced in industry.					
13. Differences in the delineation of course guides (e.g., secondary/post-secondary).					
14. Concerns regarding quality of instruction.					
15. Standardized course/program objectives and curriculum evaluation by teachers.					
16. Interaction among faculty, programs and institutions, including ability to articulate clearly course content between/among programs.					

Which of the following factors impact either positively or negatively on the articulation process?

Negative → Positive

1 2 3 4 5

1. Separate statewide governing boards.
2. Statewide funding entitlement and reporting requirements.
3. Increasing cost of education.
4. Competition for student enrollments.
5. Quality of teachers.
6. Advisory committees.
7. Concerns regarding quality of instruction.
8. Central administrators approach to articulation practices.
9. Educational orientations (vocational versus general/academic education).
10. Sex bias.
11. Type of community.
12. Size of community.
13. Average annual income per capita.
14. Growth rate of the region.
15. Distance between institutions.
16. Placement rate of institution.
17. Quality of placement.
18. Employer satisfaction of training program.
19. Other _____



STATE FAIR COMMUNITY COLLEGE

1900 CLARENDON ROAD ☐ (816) 826 7100 ☐ SEDALIA, MO 65301 6799

Date

MR HARVEY LANDING DIRECTOR
MIDDLETOWN VOCATIONAL SCHOOL
2200 RAINBOW DRIVE
HOMETOWN MO 66655

Dear Harvey:

During the initial meeting of the Joint Advisory Committee of the RCU Articulation Project, members present recommended the curriculum of 7 occupational areas be reviewed. However, the project design specifies that no more than 5 program areas be selected for study.

In an effort to determine the top (5) occupational priorities of the committee, would you please rank the program areas listed on the enclosed sheet. The area with the strongest potential for smooth articulation should be ranked No. 1; the area with the least potential, No. 7.

Also enclosed is a copy of the revised survey instrument. Please review and indicate any recommended changes. We are in the process of reviewing results of the 1980 survey, and to obtain longitudinal data may include portions of the 1980 study in our survey instrument. In order to meet project time frames, may we have your response by November 30. The postage paid envelope is enclosed for your convenience in returning both the questionnaire and the program area listing.

Thank you for your assistance and participation as a project committee member.

Sincerely,

Richard Roe, Chairperson
Articulation Advisory Committee

Recommended Occupational Areas

_____Auto Mechanics

_____Business/Office Occupations

_____Distributive Ed/Marketing

_____Data Processing

_____Electronics

_____Machine Tool

_____Welding

As indicated in Strategy IV, the following practices should be included in the development of a systematic procedure for recording student achievement and credit transfer. A standardized system incorporating these criteria will be formulated by the joint advisory committee. The essential criteria are reflected in the sample copies shown in Appendix D; however, it is recommended that adoption of a specific format be left to the discretion of each program coordinating committee.

1. Students should be graded on their own level of achievement of the predetermined standard and not in relation to how well other individuals achieve.

2. The minimal acceptable level of achievement should be based on the required entry level in the business or industry.

3. The grading system should be based on non-punitive strategies. Grades for competencies achieved should not be lowered by competencies not achieved.

4. The system should provide recognition for achievement beyond the minimal level.

5. Both secondary and post-secondary faculty must agree on the same criteria or standard to be achieved for each competency.

6. The evaluation system (grade, points, number, symbol, etc.) will relate the degree to which the standard criteria for each competency has been achieved.

7. Students should be evaluated on affective, cognitive and psychomotor competencies. Usually three separate lists of competencies are used for the three domains. The grading composition; i.e., percentage for affective (attendance, attitude, work values), cognitive (knowledge) and psychomotor (manipulative) skills must be agreed on by both secondary and post-secondary faculty.

8. It is recommended that a 0 - 4 point system be used for all competency-based courses.

9. Letter grades may be used to indicate the percentage of achievement in a content area.

10. The date should always be recorded when a competency is completed.

11. A common recording system should be used at both the secondary and post-secondary levels.

12. The recording document should be an official school record and part of the student's permanent record.

13. The record should contain a listing of all terminal competencies in the occupational program.

14. The record should have an evaluation column beside each competency for each major grading period to indicate the level of mastery.

15. When a student completes a program that merits a certificate, the achievement level should be documented on the certificate.

16. The permanent student competency record should include the following information: (1) vocational program; (2) competency list (including cognitive, affective and manipulative skills); (3) signatures of student, instructors(s) and school official(s); and (4) official school seal.

STEPS FOR IMPLEMENTATION OF VIMS

step 1 Occupational Analysis

A. Review, if available, existing occupational analyses

V-TECS
DACUM charts
Minnesota Instructional Materials Center
Colorado State University
Other

B. Modify existing occupational analyses to meet established occupational goals and local conditions. (This step will involve working with your local advisory committee composed of business, industry, and instructional personnel.)

C. Validate new occupational analysis if you choose to establish an occupational analysis without using existing validated materials.

step 2 Performance Objectives

A. Prepare specific student performance objectives for each task identified.

B. Write the performance objectives using the three following conditions:

1. Condition
2. Task
3. Criterion

C. Place the objectives in sequence for instruction.

step 3 Instructional Delivery Methods

A. Determine instructional techniques to achieve student performance objectives.

B. Identify resources which will be useful in helping students master each student performance objective including time, materials, facilities, and personnel.

(NOTE: Use existing materials, e.g., IML curriculum guides, and adapt to your situation.)

C. Plan schedules and organizational structures to allow students the time needed to master the performance objectives.

step 4 Competency Measures

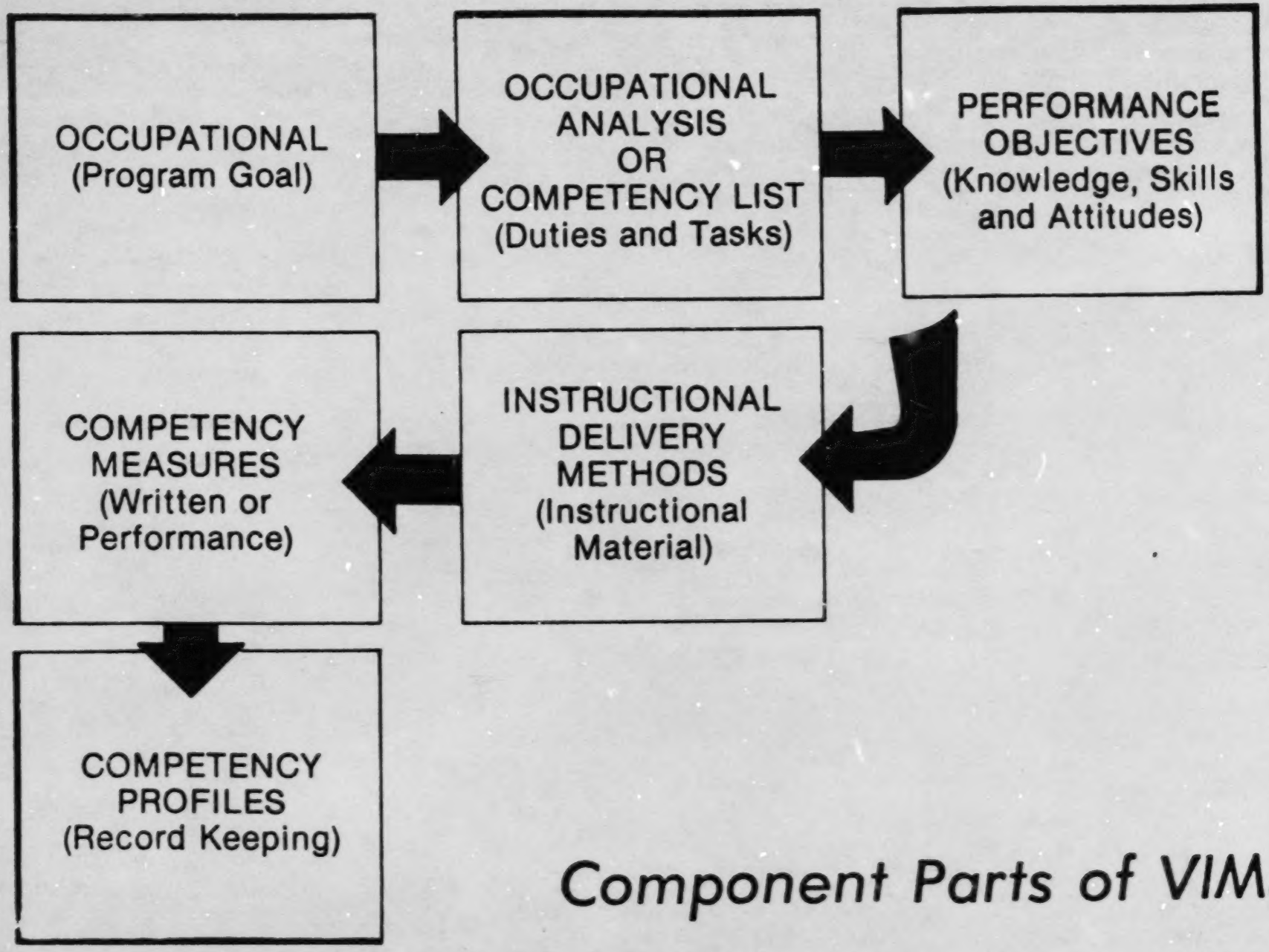
A. Identify and prepare a method of evaluation for each performance objective.

B. Establish the level of performance required for a student to obtain mastery.

step 5 Competency Profiles

A. Examine various record-keeping systems to find the most efficient way to record and report student progress.

B. Design and adopt a record-keeping system that reflects each designated task.



Component Parts of VIMS

WORKSHOP GOAL

This workshop seeks to introduce the Vocational Instructional Management System (VIMS) and the process of implementation into vocational programs.

Objective 1 Upon completion of the workshop, the participants will list the six component parts of the VIMS process as defined by the presenters within ten minutes without error.

Objective 2 Upon completion of the workshop, the participants will identify three methods of acquiring an occupational analysis for use in implementing the VIMS process and do so within ten minutes without error.

Objective 3 Upon completion of the workshop, the participants will write a measurable student performance objective containing the three essential components as described by the presenters within ten minutes without error.

PERFORMANCE OBJECTIVES

Measurable performance objectives, establish, describe, and indicate how well a vocational or academic competency (task) will be performed. A good performance objective contains:

	Condition (Given)	Task (You Will)	Criterion (How Well)
1.	Upon completion of the workshop,	the participants will list the six component part of the VIMS process	as defined by the presenters within ten minutes without error.
2.	Upon completion of the workshop,	the participants will identify three methods of acquiring an occupational analysis for use in implementing the VIMS process and	do so within ten minutes without error.
3.	Upon completion of the workshop,	the participants will write a student performance objective containing the three essential components	as described by the presenters within ten minutes without error.

ACTION PLAN

Assessment of Needs:

Occupational Analysis

Y N Do you have an Occupational Analysis (competencies, duties, tasks) for the subject matter area in which you are teaching?

Y N Has the Occupational Analysis been validated?

If so, by what procedure? (Check all that are appropriate.)

____ Used an existing validated list. Source of list:

____ Approved by Advisory Committee composed of representatives from industry.

____ Other, please specify:

Y N Has the Occupational Analysis been adapted and/or customized to the local employment situation?

If yes, how?

Performance Objectives

Y N Do you have at least one performance objective for each task listed in your occupational analysis?

Y N Are the performance objectives written in measurable terms?

Y N Do each of the performance objectives contain the three elements of condition, task, and criterion?

Y N Are the performance objectives grouped into teachable segments such as units, lessons, modules, etc.?

Instructional Delivery System

Y N Have appropriate materials been selected and/or designed to support each of the performance objectives?

Y N Have alternative learning experiences been prepared?

Y N As a classroom instructor, are you able to serve as a resource person that guides rathers than dispenses learning?

ACTION PLAN (cont'd)

Competency Measure (Evaluation)

Y N Do you have a method of evaluation for each performance objective?

Y N Have you established the level of performance required for achieving mastery?

Competency Records

Y N Do you have a recordkeeping system developed that reflects individual student progress in mastering the duties and tasks listed in your occupational analysis?

Selection of Appropriate Strategies

Determine the responsibilities of:

Teachers _____

Staff _____

Director _____

Superintendent _____

School Board _____

Outside Consultants _____

Workshops _____

Other _____

Development of Action Plan

Prioritize Needs

Determine Steps

Set Time Lines

Ways to Acquire an Occupational Analysis

1. Use existing lists of duties and tasks

2. Develop your own lists

3. Use existing lists but modify to your locality

V-TECS

VOCATIONAL–TECHNICAL EDUCATION CONSORTIUM OF STATES

V-1	Advertising Artist	2.40
V-2	Agricultural Equipment Parts Salesperson	3.60
V-76	Appliance Repairer	5.40
V-63	Architectural Drafter	3.60
V-3	Auto Body Repairer	2.40
V-4	Auto Mechanic	7.80
V-5	Auto Parts Salesperson	3.00
V-89	Baker	4.20
V-7	Banking Clerk/Related Occupations	2.40
V-6	Bank Teller	7.80
V-8	Bookkeeper	5.40
V-96	Building Repairer	7.20
V-79	Business Machine Repairer	5.70
V-102	Cabinetmaker	3.90
V-9	Carpenter	15.60
V-10	Cashier/Checker	4.80
V-114	Cattle Rancher	8.10
V-68	Chemical Sales/Chemical Applicator	4.80
V-11	Child Care Worker	6.00
V-12	Clothing Alterationist	5.40
V-116	Commercial Cook	4.20
V-13	Computer Operator (Data Processing)	6.60
V-14	Computer Programmer	4.20
V-115	Concrete Worker	3.60
V-15	Cosmetologist	3.60
V-16	Custom Cutter	9.00
V-17	County Tax Collector	7.80
V-106	Crop Production: Cotton Grower	8.90
V-95	Crop Production: Farmer, Field Crops	4.80
V-98	Crop Production: Orchardist	4.80
V-99	Crop Production: Tobacco Grower	9.60
V-97	Crop Production: Vegetable Grower	4.80
V-19	Custom Dressmaker	7.80
V-126	Dairy Worker	5.10
V-121	Data Entry Operators	3.00
V-69	Dental Assistant	9.60
V-113	Dental Hygienist	8.70
V-87	Dental Laboratory Technician	3.00
V-22	Die Designer Jig and Fixture Designer	9.60
V-65	Draftsperson	2.40
V-86	Electronics Technician	6.90
V-21	Emergency Medical Technician	6.00
V-110	Environmental Control System Installer/Repairer	6.30
V-83	Executive Secretary	3.30
V-67	Farm Business Manager	4.20
V-82	Farm Equipment Mechanic	7.80
V-65	Farm Equipment Operator	5.40
V-93	Fashion Salesperson	2.40
V-22	Fire Fighter	5.40
V-23	Floriculture Worker	4.20
V-118	Food Marketing Manager/ Supervisor	5.70
V-24	Food Management, Production and Services	4.80
V-92	Garden CTR Salesperson, Garden CTR Worker, Landscape Designer	5.40
V-25	Gardener/Grounds Keeper	6.00
V-26	General House Worker	4.80
V-84	Hardware Salesperson	2.34
V-27	Health Care Worker	5.40
V-77	Heavy Equipment Mechanic	7.20
V-28	Home Furnishings Worker	3.60
V-69	Homemaker: Clothing and Textiles	5.40
V-70	Homemaker: Foods	7.20
V-71	Homemaker: Housing and Furnishing	3.90
V-72	Homemaker: Human Development	5.10
V-73	Homemaker: Management and Family Economics	3.30
V-29	Hospital Ward Clerk	4.80
V-30	Hotel/Motel Desk Clerk	2.40
V-101	House Electrician	5.40
V-88	Industrial Electrician	7.20
V-93	Industrial Maintenance Mechanic	8.40
V-31	Industrial Sewing Machine Operator	3.60
V-32	Janitor	3.60
V-105	Land Survey Field Technician	3.00
V-33	Legal Secretary and Court Reporter	7.80
V-34	Licensed Practical Nurse	6.60
V-35	Machinist	9.60
V-36	Masonry	3.60
V-37	Meat Cutter	5.40
V-38	Medical Assistant	7.80
V-39	Medical Lab Technician	6.80
V-109	Medical Record Technician	3.60
V-91	Medical Secretary	3.90
V-108	Miner I: General Underground Coal Mine Worker	3.90
V-104	Nuclear Medicine Technologist	3.90
V-40	Nursery Worker	3.60
V-41	Nurses Aide/Orderly	3.60
V-61	Oil Field Technician	3.00
V-80	Operating Room Technician Occupations	3.00
V-117	Parenting	6.00
V-42	Patrolman	3.60
V-123	Photo Laboratory Technician	7.20
V-43	Plumber	5.40
V-44	Printing Occupations	5.40
V-111	Property Manager	5.10
V-45	Public Housing Management	7.80
V-78	Radio Communications Technician	4.20
V-46	Radio/Television Repairer	7.20
V-75	Radiographer	4.50
V-106	Railroad Track Layer	4.20
V-90	Refrigeration Mechanic	4.50
V-103	Respiratory Therapist	6.00
V-62	Retail Credit Manager	3.60
V-47	Retail Flower Shop Salesperson and Floral Designer	5.40
V-119	Roofer	6.60
V-48	Secretary	5.40
V-49	Security Guard	3.60
V-50	Sheet Metal Worker	3.60
V-51	Ship Operations	7.20
V-52	Small Engine Repairer	6.90
V-81	Solar Heating Mechanic	4.50
V-122	Still Photographer	9.30
V-112	Swine Farmer	4.80
V-53	Textile Production	2.40
V-54	Timber Harvesting Occupations	3.60
V-55	Tractor Mechanic	11.40
V-120	Tractor-Trailer-Truck Driving	4.20
V-56	Turfgrass Maintenance Worker	3.00
V-84	Underground Coal Mine Machine Maintenance	5.10
V-66	Veterinary Assistant Occupations	5.40
V-107	Waiter/Waitress	2.40
V-57	Warehouse Worker	2.40
V-58	Water/Wastewater Treatment Plant Operator	3.60
V-59	Welder	4.20
V-64	Word Processing Administrative Support Secretary	3.60
V-76	Word Processing Correspondence Specialist	2.70

V-TECS PUBLICATIONS

Duplicator Operator	V-125	5.10
Audio-Visual Repairer	V-126	7.60
Shipping and Receiving Worker	V-127	3.90
Duplicating Machine Operator	V-128	5.10
Accounting Clerk	V-129	5.10
Bindery Worker/Web Press Operator	V-130	4.50
Poultry Farmer	V-131	4.50

BEST COPY

Sample V-TECS Materials

DUTY: Cooking Food

TASK: Make Pancakes

67 PERFORMANCE OBJECTIVE

Given the necessary equipment, supplies, ingredients, and standardized recipes, prepare four pancakes made with self-rising flour and four pancakes made with plain flour. The learner must arrive at a product that is fluffy, light, and tender. The pancakes must be rated acceptable on all characteristics shown on the checklist, as judged by the instructor. (5)

CRITERION-REFERENCED MEASURE

Using equipment, supplies, ingredients, and standardized recipes provided by the instructor, prepare one dish each of pancakes made with self-rising flour and with plain flour.

PERFORMANCE GUIDE

1. Gather ingredients and supplies needed.
2. Heat griddle, grease lightly
3. Beat egg
4. Add shortening
5. Blend egg
6. Sift together all dry ingredients as required in recipe.
7. Blend liquid and dry ingredients together until all dry ingredients are dampened and mixture is fairly smooth
8. Pour 1/8 cup batter on griddle for each pancake
9. Cook pancakes until full of unbroken bubbles, then turn to brown other side
10. Remove from griddle

BEST COPY

INSTRUCTOR CHECKLIST

Make pancakes

ACTIVITY	RATING	
	Acceptable	Unacceptable
Outside Characteristics		
1 Shape Uniform, fairly regular		
2 Size Uniform, even thickness		
3. Color Evenly browned on both sides		
4 Crust smooth, tender.		
Inside Characteristics		
5 Color Uniform, characteristic of type of pancakes		
6 Grain Fine, thin-walled cells, evenly distributed		
7. Texture Tender, moist--but not sticky		
8 Flavor Pleasing, well blended with no bitterness		

Homemaker*

Duties \ Tasks													
Plan and Prepare Food	Store Food Properly	Clean Up	Obtain Food	Coordinate Food Preparation	Plan Balanced Meals	Create or Follow Recipes	Make a Shopping List	Preserve Food	Provide Nutritious Snacks	Establish Atmosphere for Eating			
Create an Atmosphere for Living	Clarify Values	Clarify Personal Concepts of "Home, Household, and family"											
Plan Finances	Practice Energy Saving Techniques	Pay Bills	Assess Resources	Determine Need and Set Priorities	Keep Records	Plan for the Future	Manage Credit	Provide for Savings and Investments	Review and Revise Plans as Necessary	Develop a Budget			
Provide and Care for Clothing	Store Clothing Properly	Launder and Dry Clean Clothing	Determine Wardrobe Needs	Alter and Repair Clothing	Buy Clothing	Make Clothing							
Manage Time	Assess Time Available	Determine Needs and Set Priorities	Develop a Routine	Coordinate and Combine Activities	Review and Revise Time Plan								
Clean House	Dispose of Trash	Scrub Bathroom Fixtures	Remove Clutter	Put Items Back in Place	Obtain Cleaning Supplies and Equipment	Gather Supplies and Equipment	Vacuum	Launder Nonclothing Items	Dust	Clean and Store Equipment and Supplies	Perform Seasonal Cleaning Duties as Needed	Clean and Reorganize Storage Areas	Sweep, Mop, and Wax
Maintain House and Appliances	Clean and Store Appliances Properly	Protect Maintenance Tools	Obtain Necessary Tools and Equipment	Identify Do-it-yourself Maintenance Tasks	Schedule and Record Routine Maintenance	Compile a List of Service Personnel							
Plan Leisure Time	Determine Activities	Schedule Arrangements	Assess Time and Money	Obtain Equipment									
Decorate The Home	Examine Furnishings On Hand	Arrange Furnishings	Identify Taste and Lifestyle	Modify or Adapt Items	Analyze Building and Available Space	Plan a Decorative Scheme	Acquire Additional Furnishings						
Obtain Shelter, Goods and Services	Compare Features, Prices, Warranties and Quality	Analyze Accompanying Costs	Determine Personal Needs	Identify Personal Preferences	Compare Service Options	Exercise Recourse Action if Necessary							
Nurture and Care For Family Members	Develop a Feeling of Self-worth	Teach and Practice Personal Hygiene	Demonstrate Love and Affection	Communicate	Encourage Cooperation	Encourage Independence	Encourage Responsible Behavior	Coordinate and Share Family Tasks	Cope with Crises				
Maintain Safe, Healthy and Secure Environment	Control Pests	Eliminate Household Hazards	Provide Adequate Insurance	Store Dangerous Substances Safely	Develop Emergency Procedures	File Records in a Fireproof Container	Post Emergency Telephone Numbers	Inventory Valuable Possessions	Develop and use Identification System for Valuables	Install Security Devices			
Perform Yard and Garden Care	Mow and Trim	Clean up Yard	Plant and Nurture	Maintain Equipment	Purchase Plants and Materials	Plan Design							
Meet Individual Needs	Provide Necessary Health Care	Provide Physical and Emotional Support	Identify Special Needs	Meet Special Dietary Needs	Make required Changes in the Physical Environment	Provide for Special Transportation Needs	Utilize Outside Support Services						

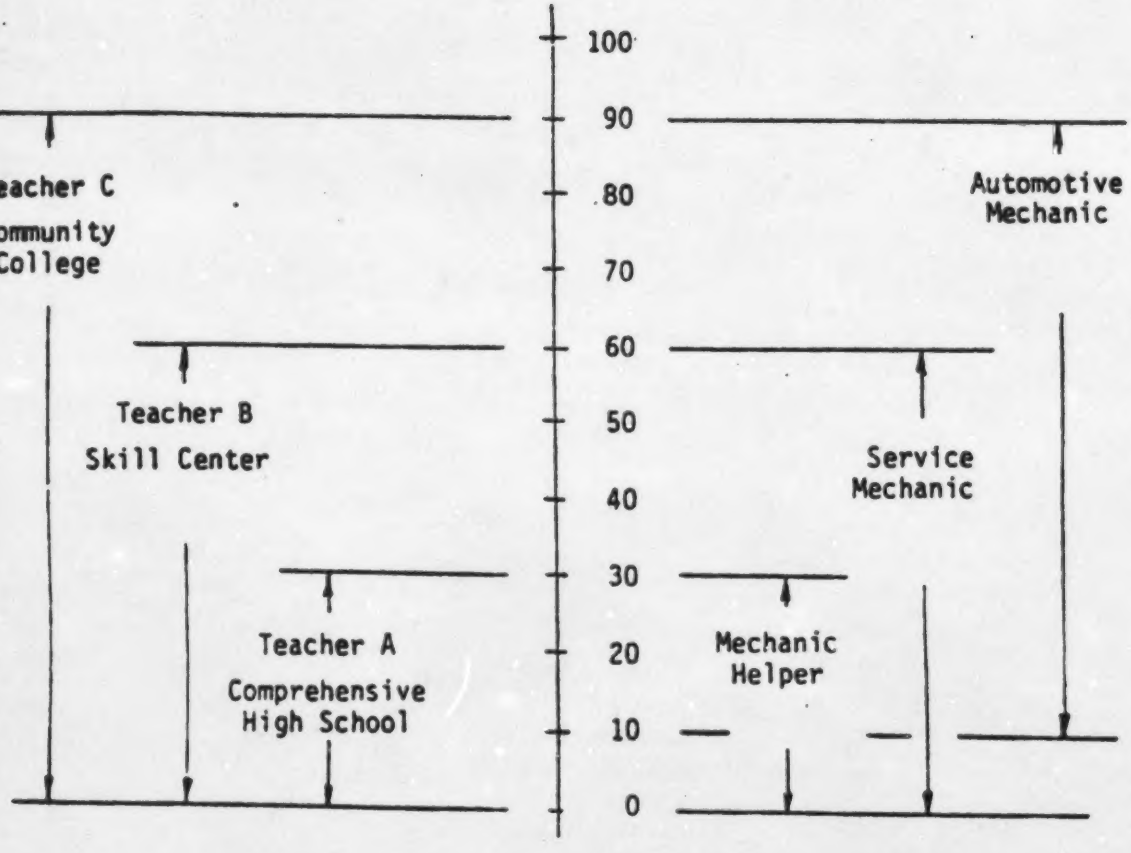
BEST COPY

The order of the tasks within the duties, reflects the importance of the task and the frequency the task is performed, as validated by 112 homemakers representing nine geographic areas in Missouri. The original task analysis was developed by a panel of homemakers in August 1982.

Performance Terms

Name	Identify	State a Rule
Apply a Rule	Describe	Distinguish
Order	Construct	Demonstrate

TASK CAREER LADDER



100 TASKS TO BE:

Mechanic Helper
Service Mechanic
Automotive Mechanic

WHEN TASKS OF AN OCCUPATIONAL AREA ARE IDENTIFIED AND INDICATED WHERE THEY ARE TAUGHT, TEACHERS AND STUDENTS CAN SEE WHAT THEY CAN GET WHERE AND HOW THEY CAN PROGRESS UP A CAREER LADDER. WHEN THE TASKS ARE COMMON TO ALL TEACHERS, CREDIT CAN BE GRANTED FOR PREVIOUS WORK AND STUDENT PROGRESS UP THE CAREER LADDER WILL BE FACILITATED BY MINIMIZING COST, TIME, AND REDUNDANCE OF LEARNING EXPERIENCES.

INFORMATION SHEET

GUIDELINES FOR WRITING
TASK STATEMENTS -

1. Task - the task is composed of the following parts:

   a. Worker Actions: the worker actions are in two parts:
   (1) One action verb is used to describe the performance.
   (2) The action verb must be followed by one object of the action.

   b. Machines, Tools, Equipment, Work Aids, Data, People, Attitudes, and Knowledge: this part indicates what a worker "uses" to perform the worker action and is always prefaced by the word "using."

   c. Purpose of the Worker Action: the purpose describes why the action is being performed and is always the infinitive form of the verb prefaced by the word "to." There is only one purpose for each task.

   d. Materials, Products, Subject Matter, and Services: what results from the worker action.

   e. Instructions and Judgment: this section includes a reference to a criteria.

A correctly stated task will contain each part.

UNIT: Managing Store Functions

DUTY No. E

TASK No. 5

TASK:
Plan job tasks using planning and organizational skills to accomplish a job.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Identified tasks to be completed -	____	____
2. Allowed sufficient time to complete tasks -	____	____
3. Prioritized tasks in order of importance -	____	____
4. Combined tasks efficiently -	____	____
5. Requested assistance where appropriate -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

RESOURCES:

DUTY: INSTALLING ROOF COMPONENTS

PERFORMANCE OBJECTIVE NO: 90

TASK: Install roofing felt

STANDARD:

Felt must be tight, with 2 inch lap at horizontal joints, and 4 inch lap at end joints, and nailed every 16 to 24 inches across top, every 12 inches across middle, and every 4 inches across slides and bottom.

CONDITIONS FOR PERFORMANCE OF TASK:

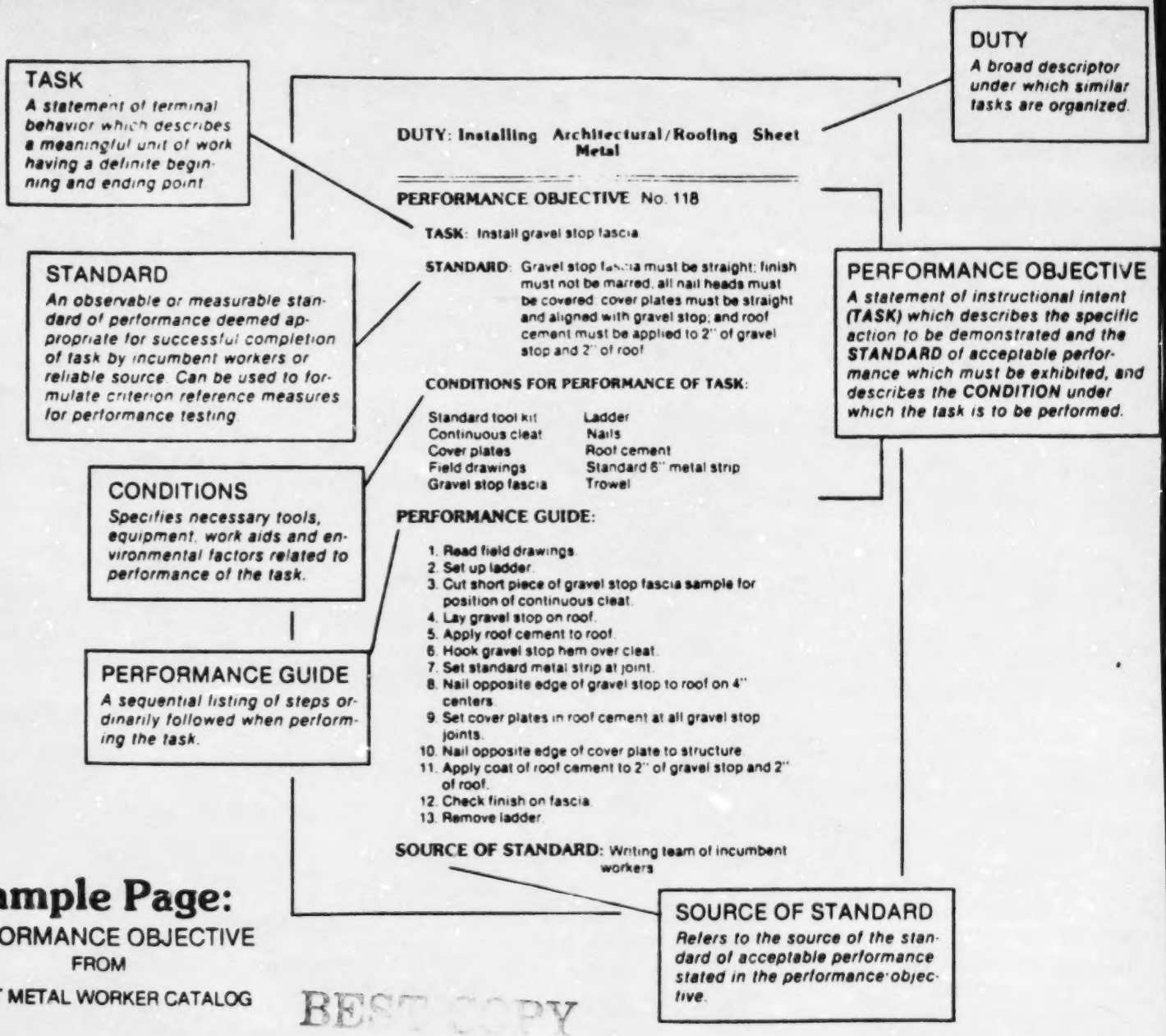
Standard Tool Kit	Plans and Specifications
Galvanized Roofing Nails	Roofing Felt
Ladder	Sheathed Roof

PERFORMANCE GUIDE:

1. Check plans and specifications for size and weight of felt paper.
2. Inspect sheathing for complete patterns and protruding nails.
3. Hammer any protruding nails into sheathing.
4. Clean sheathing of foreign materials.
5. Nail every 4" across sides and bottom.
6. Roll subsequent rows with 2"-4" overlap.
7. Measure, cut, roll and nail remaining felt.
8. Overlap peaks.

SOURCE FOR STANDARD:

1 Writing Team of Incumbent Workers
2 **Modern Carpentry**, page 189


TASK
A statement of terminal behavior which describes a meaningful unit of work having a definite beginning and ending point.
DUTY
A broad descriptor under which similar tasks are organized.
DUTY: Installing Architectural/Roofing Sheet Metal
PERFORMANCE OBJECTIVE No. 118
TASK: Install gravel stop fascia.
STANDARD: Gravel stop fascia must be straight; finish must not be marred, all nail heads must be covered, cover plates must be straight and aligned with gravel stop; and roof cement must be applied to 2" of gravel stop and 2" of roof.
CONDITIONS FOR PERFORMANCE OF TASK:
Standard tool kit
Continuous cleat
Cover plates
Field drawings
Gravel stop fascia
Ladder
Nails
Roof cement
Standard 6" metal strip
Trowel
PERFORMANCE GUIDE:
1. Read field drawings.
2. Set up ladder.
3. Cut short piece of gravel stop fascia sample for position of continuous cleat.
4. Lay gravel stop on roof.
5. Apply roof cement to roof.
6. Hook gravel stop hem over cleat.
7. Set standard metal strip at joint.
8. Nail opposite edge of gravel stop to roof on 4" centers.
9. Set cover plates in roof cement at all gravel stop joints.
10. Nail opposite edge of cover plate to structure.
11. Apply coat of roof cement to 2" of gravel stop and 2" of roof.
12. Check finish on fascia.
13. Remove ladder.
SOURCE OF STANDARD: Writing team of incumbent workers
PERFORMANCE OBJECTIVE
A statement of instructional intent (TASK) which describes the specific action to be demonstrated and the STANDARD of acceptable performance which must be exhibited, and describes the CONDITION under which the task is to be performed.
STANDARD
An observable or measurable standard of performance deemed appropriate for successful completion of task by incumbent workers or reliable source. Can be used to formulate criterion reference measures for performance testing.
CONDITIONS
Specifies necessary tools, equipment, work aids and environmental factors related to performance of the task.
PERFORMANCE GUIDE
A sequential listing of steps ordinarily followed when performing the task.
SOURCE OF STANDARD
Refers to the source of the standard of acceptable performance stated in the performance objective.

Sample Page:

PERFORMANCE OBJECTIVE

FROM

SHEET METAL WORKER CATALOG

BEST COPY

Affective Performance Objective Format

Given _____

_____

(Specify setting where performance is to be demonstrated and any other conditions that may exist.)

The _____ Student Will:
(Specify program)

_____
(Write in the Affective Performance Expected)

_____

This attitude (affective performance) will be judged "satisfactory" if the following criteria (indicators) are **observed/measured** by the evaluator:

The Student

Does	Doesn't
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
etc.	etc.

As a group, write three (3) measurable performance objectives that contain the following elements:

Condition (Given)	Task (You Will)	Criterion (How Well)

GUIDELINES FOR SELECTION OF DELIVERY SYSTEMS

- The best procedure usually is to select the least elaborate and least costly strategy that will apparently enable the learner to acquire the desired capability.

- All things being equal, well-illustrated, step-by-step verbal instructions with feedback to the student constitute the most practical, effective, and efficient strategies for most types of learnings.

- If an objective is accomplished in less time with one strategy than another, it is more efficient. If the retention or transfer of the information or skill learned is greater for one strategy than another, then it is more effective for reaching that objective. When determining the approach to be followed, the best estimate of both efficiency and effectiveness will have to be followed.

- Try to select flexible strategies that can be adapted to student needs, problems, and interests.

- Strategies that give students an opportunity to share in goal-setting, learning experiences, and evaluation often produce better results.

- Students need an opportunity to work with strategies that provide opportunities to inquire, to analyze, to explore, to be active, to create, and to initiate.

- The strategy selected should give the teacher an opportunity to observe student's progress.

LESSON PLAN: 2

COURSE TITLE: Developmental Assistant I

UNIT III : Health Care

DEMONSTRATION: III-2

EVALUATION ITEMS: NAME OF STUDENT: _____

WASH HANDS

Equipment:

1. Water
2. Soap
3. Paper towels
4. Wastebasket
5. Hand lotion

Did the student:	Yes	No
1. Touch water controls during procedure?		
2. Wet hands 2" to 3" above wrist?		
3. Apply soap generously?		
4. Rub hands vigorously 1 to 3 minutes?		
5. Interlace fingers?		
6. Rub under fingernails?		
7. (Optional) Use orange stick?		
8. Rinse thoroughly?		
9. Keep hands level or lower than elbows?		
10. Dry hands with separate disposable towel for each hand?		
11. Turn off faucet with paper towel before discarding?		
12. (Optional) Apply hand lotion?		

The student has satisfactorily completed the procedure "WASH HANDS" according to the steps outlined.

Yes ____ No ____

_____
Instructor's Signature
(Verifying Satisfactory Completion)

_____
(Date)

Competency Profile For Nurse Assistant

Directions:
This profile provides a permanent record for student, instructor, and/or industry representative. The competencies listed below represent the tasks to be performed in the Demonstration Lessons presented in this curriculum guide. Compile your evaluation of the student (trainee) by transferring the appropriate "yes/no" rating from the various lessons to this sheet.

YES NO

Environment

1. Wash hands.
2. Make an unoccupied bed.

Food Service

3. Feed resident.
4. Feed helpless resident.
5. Feed with bulb syringe.
6. Administer Heimlich Maneuver.

Personal Care

7. Give/assist with tub bath.
8. Give/assist with shower bath.
9. Give bed bath.
10. Make an occupied bed.
11. Give back rub.
12. Shave/assist resident with shaving.
13. Give decubitus care.
14. Give perineal care.
15. Administer/assist with oral hygiene.
16. Clean dentures.
17. Give mouth care to helpless resident.
18. Comb/brush hair.
19. Give toenail/foot care.
20. Dressing and undressing resident.
21. Give and remove bedpan.
22. Give and remove urinal.
23. Give catheter care.
24. Give enema.

Special Procedures

25. Take T.P.R.
26. Measure B.P.
27. Weigh and measure resident.
28. Ambulate resident.
29. Turn resident in bed.
30. Position resident on side from back lying position.
31. Position resident in prone position.
32. Assist/raise resident's head and shoulders from the bed.

YES NO

33. Lift resident in bed.
34. Give range of motion exercises.
35. Assist resident to wheelchair/geriatric chair/commode and back to bed.
36. Apply warm moist pack.
37. Apply warm water bottle.
38. Apply ice bag or ice cap.
39. Apply heat lamp.
40. Collect specimen and test for sugar and acetone.

Personal/Professional Competencies

41. Practices good personal hygiene.
42. Maintains good personal health.
43. Wears appropriate clothes and accessories.
44. Exhibits professional behavior.
45. Maintains confidentiality.
46. Reports to work on time.
47. Uses facilities procedure for absenteeism.
48. Works well with others.
49. Communicates well with others, is courteous.
50. Incorporates reality orientation principles in all resident related activities.
51. Respects patient's/resident's rights in assisting with activities of daily living.
52. Utilizes plan of care to meet resident's needs
53. Organizes work in a sequential manner.
54. Understands limitations; requests assistance when appropriate.
55. Maintains a safe environment for resident/self.
56. Use appropriate body mechanics.
57. Reports and records pertinent information to appropriate personnel.

Student ratings on specific competencies evaluated during the course are available upon student's request and/or by calling the instructor. **Parent's or guardian's signature is necessary if student is under 18 years of age.**

STUDENT ACHIEVEMENT RECORD

Marketing and Distributive Education

STUDENT _____

INSTRUCTIONS:

Mark each student's level of competence according to the following guide:

LEVEL	GUIDE
1	Student has been exposed to task
2	Task accomplished with assistance
3	Task accomplished to criteria by student on their own
4	Ability to teach or demonstrate the task to others

	TASK	LEVEL	DATE
A	PERFORMING ADVERTISING ACTIVITIES:		
1	Coordinate departmental advertising activities.		
2	Describe advertised merchandise to customers.		
B	COMMUNICATING INFORMATION:		
1	Given verbal presentations.		
2	Demonstrate telephone usage.		
3	Introduce people.		
4	Complete a business form.		
5	Follow oral instructions.		
6	Participate in meetings.		
7	Keep information confidential.		
8	Suggest change to improve work situation.		
9	Distribute store information.		

	TASK	LEVEL	DATE
C	DISPLAYING MERCHANDISE:		
1	Plan counter, window and interior displays.		
2	Build counter, window and interior displays.		
3	Perform display housekeeping.		
4	Construct signs.		
5	Dismantle displays.		
D	APPLYING HUMAN RELATIONS SKILLS:		
1	Display positive personality traits.		
2	Participate in professional development activities.		
3	Answer customer inquiries.		
E	MANAGING STORE FUNCTIONS:		
1	Assist training a new employee.		
2	Encourage morale, among employees.		
3	Follow store policies.		
4	Follow lines of authority.		
5	Plan job tasks.		
6	Place stock within the department.		
7	Explain customer service and facilities' locations.		
8	Reduce expenses		
F	USING MATHEMATICS:		
1	Perform basic mathematic computations (whole nos.).		
2	Perform basic mathematic computations (decimals).		
3	Perform basic mathematic computations (fractions).		
4	Make change (registers without change indication)		
5	Make change (registers with change indication)		
6	Fill out sales checks.		
7	Distinguish taxable items.		
8	Operate a cash register/terminal.		

STUDENT PERFORMANCE RECORD

ELECTRO--MECHANICAL/REFRIGERATION HEATING AND AIR CONDITIONING

Student Name _____ Social Security Number _____

Schools _____ Dates _____ Instructor(s) _____

Rating	Level of Performance
1	Degree of skill below minimum performance level
2	Acceptable level of skill; can perform with supervision and/or assistance
3	High level of skill; can perform independently and consistently at a high level

The rating on this compentency record gives the entry level vocational skills this student has demonstrated based on set standards or criteria. This record is intended for use in assessing the student's ability for employment or advanced educational purposes. An item left unmarked indicates the student has not received instruction.

The first blank indicates the secondary rating - the second blank is the post secondary rating.

MAJOR BLOCK -- Electricity (EL)

PERFORMANCE GROUP -- Fundamentals
EL-01 __ EL-02 __ EL-03 __
EL-04 __ EL-05 __ EL-06 __
EL-07 __ EL-08 __ EL-09 __
EL-10 __ EL-11 __

PERFORMANCE GROUP -- Electric Motors
EL-12 __ EL-13 __ EL-14 __
EL-15 __ EL-16 __ EL-17 __
EL-18 __ EL-19 __ EL-20 __

PERFORMANCE GROUP -- Electrical Components
EL-21 __ EL-22 __ EL-23 __
EL-24 __ EL-25 __ EL-26 __
EL-27 __

PERFORMANCE GROUP -- Controls and Installation
EL-28 __ EL-29 __ EL-30 __
EL-31 __ EL-32 __ EL-33 __

MAJOR BLOCK -- Refrigeration (REF)

PERFORMANCE GROUP -- Refrigeration Fund.
REF-01 __ REF-02 __ REF-03 __
REF-04 __ REF-05 __ REF-06 __
REF-07 __

PERFORMANCE GROUP -- Tubing and Pipe
REF-08 __ REF-09 __ REF-10 __

PERFORMANCE GROUP -- Refrigerants
REF-11 __ REF-12 __ REF-13 __
REF-14 __ REF-15 __ REF-16 __
REF-17 __ REF-18 __

PERFORMANCE GROUP -- Troubleshooting
REF-19 __ REF-20 __ REF-21 __
REF-22 __ REF-23 __ REF-24 __
REF-25 __

PERFORMANCE GROUP -- Window Air Conditioning
REF-26 (AC-06) __ REF-27 (AC-07) __
REF-28 (AC-08) __ REF-29 (AC-09) __
REF-30 (AC-10) __ REF-31 (AC-11) __
REF-32 (AC-12) __

PERFORMANCE GROUP -- Refrigerators and Freezers
REF-33 __ REF-34 __ REF-35 __
REF-36 __ REF-37 __ REF-38 __

MAJOR BLOCK -- Residential Wiring (REW)

PERFORMANCE GROUP -- Grounded Outlets
REW-01 __ REW-02 __ REW-03 __
REW-04 __ REW-05 __ REW-06 __
REW-07 __

PERFORMANCE GROUP -- Service Entrance
REW-08 __ REW-09 __ REW-10

PERFORMANCE GROUP -- Blueprint Reading
REW-11 __ REW-12 __ REW-13 __
REW-14 __

MAJOR BLOCK -- Major Appliance (MA)

PERFORMANCE GROUP -- Installation of Appliances
MA-01 __ MA-02 __ MA-03 __
MA-04 __ MA-05 __ MA-06 __
MA-07 __ MA-08 __ MA-09 __

7. Student Records

Students should be provided a transcript indicating what it is they can do because of education and training. Committee members need design such a form for recording individual student accomplishments as well as to design one for recording the progress of all students.

AUTO MECHANICS

_____
Name of Student

This is to certify that the above named student has demonstrated proficiency in the following tasks.

Comp	Task	Date Completed	Instructor
1	Analyze & service engine		
	A. Block & crankshaft		
	B. Piston & cylinder		
	C. Valve Train		
	D. Cylinder Head		
2	Analyze & service engine lube system		
	A. Oil pump		
	B. Oil filters		
	C. Oil galleries		
	D. Oil pressure indicator		
	E. Oil coolers		
3	Analyze & service electrical system		
	A. Ignition system, conventional		
	B. Ignition system, electronic		
	C. Cranking system		
	D. Charging system		
	E. Lighting		
	F. Accessories		
4	Analyze & service fuel system		
	A. Fuel supply system		
	B. Carburetor system		
	C. Air cleaner system		
	D. Emission control system		
	E. Induction system		
5	Analyze & service accessory system		
	A. Heater system		
	B. Air conditioning system		
	C. Power seat system		
	D. Cruise control system		
	E. Power window system		
6	Analyze & service cooling system		
	A. Water pump		
	B. Radiator		
	C. Radiator cap		
	D. Fan		
	E. Coolant		
	F. Connecting hoses		
	G. Temperature indicator		
	H. Thermostat		

_____ School Official Signature

_____ Student Signature

AUTO MECHANICS

STUDENT RECORD CLASS ROSTER

| | | |

Appendix E-1 - Credit Transfer Procedures

POLICIES AND PROCEDURES FOR ADVANCED PLACEMENT CREDIT

AT WAYNE COUNTY COMMUNITY COLLEGE

For a two-year period, beginning with the Fall, 1979 Semester and extending through the Fall, 1981 Semester the following policies and procedures concerning Advanced Placement Credit at Wayne County Community College will be in effect:

(1) Students applying for Advanced Placement Credit through the WCCC, WCISD and DPS Curriculum Articulation Project must have graduated from a participating program in a school district which has entered into an Articulation Agreement with Wayne County Community College. Such a student must apply for admission to WCCC within one (1) year of graduation from high school. If the time limit has expired students may opt to take performance tests. The cost for conducting performance tests will be an amount equal to one-half of the normal tuition for the course.

(2) Students must have secured written certification from their teachers (Application for Advanced Placement Credit) to the effect that they have demonstrated competencies that comprise the agreed upon articulated minimum course content for every WCCC course for which they desire advance placement credit. Credit will be granted only for those WCCC courses listed in the appropriate articulation agreement.

(3) Students should indicate to the classroom teacher their interest in receiving advanced placement credit at WCCC.

(4) Prior to the end of the school year the student should complete a WCCC Application for Admission form. The student will return the Admission Application to their classroom teacher who will attach the completed Application for Advanced Placement Credit. The completed forms will be sent to the counselor for signature and processing. Applicable credits will be recorded on the student's academic record, upon completion of 15 credit hours at WCCC.

(5) The maximum amount of advanced placement credit granted through the WCCC, WCISD and DPS Articulation Project will depend upon the curriculum involved, but will in no case exceed eighteen (18) hours toward an Associate Degree and nine (9) hours toward a Certificate.

(6) The policies and procedures outlined for placement credit through the WCCC, WCISD, DPS, will be monitored at WCCC for a two-year period by faculty involved in the project, administrators appointed by the president, the Dean of Occupational Programs and the Director of Curriculum and Instruction.

At the conclusion of the two-year trial period, the committee will make recommendations concerning the adoption of Policy and Procedures for the Articulation Agreement.

Appendix E-1 - Credit Transfer Procedures

POLICIES AND PROCEDURES FOR ADVANCED PLACEMENT CREDIT

AT WAYNE COUNTY COMMUNITY COLLEGE

For a two-year period, beginning with the Fall, 1979 Semester and extending through the Fall, 1981 Semester the following policies and procedures concerning Advanced Placement Credit at Wayne County Community College will be in effect:

(1) Students applying for Advanced Placement Credit through the WCCC, WCISD and DPS Curriculum Articulation Project must have graduated from a participating program in a school district which has entered into an Articulation Agreement with Wayne County Community College. Such a student must apply for admission to WCCC within one (1) year of graduation from high school. If the time limit has expired students may opt to take performance tests. The cost for conducting performance tests will be an amount equal to one-half of the normal tuition for the course.

(2) Students must have secured written certification from their teachers (Application for Advanced Placement Credit) to the effect that they have demonstrated competencies that comprise the agreed upon articulated minimum course content for every WCCC course for which they desire advance placement credit. Credit will be granted only for those WCCC courses listed in the appropriate articulation agreement.

(3) Students should indicate to the classroom teacher their interest in receiving advanced placement credit at WCCC.

(4) Prior to the end of the school year the student should complete a WCCC Application for Admission form. The student will return the Admission Application to their classroom teacher who will attach the completed Application for Advanced Placement Credit. The completed forms will be sent to the counselor for signature and processing. Applicable credits will be recorded on the student's academic record, upon completion of 15 credit hours at WCCC.

(5) The maximum amount of advanced placement credit granted through the WCCC, WCISD and DPS Articulation Project will depend upon the curriculum involved, but will in no case exceed eighteen (18) hours toward an Associate Degree and nine (9) hours toward a Certificate.

(6) The policies and procedures outlined for placement credit through the WCCC, WCISD, DPS, will be monitored at WCCC for a two-year period by faculty involved in the project, administrators appointed by the president, the Dean of Occupational Programs and the Director of Curriculum and Instruction.

At the conclusion of the two-year trial period, the committee will make recommendations concerning the adoption of Policy and Procedures for the Articulation Agreement.

4. That credit will be granted, with no examination, for a competency mastered within the preceding two years at a skill level of 3 on a scale of 0 - 4, irrespective of the school at which the skill was demonstrated.

5. That the competency achievement record will become a part of the student's permanent record.

6. That annually, preferably in June, the participating instructors will meet with the representatives of the school divisions and _____ Community College to amend, as necessary, the occupational task lists, grading systems, recording forms and objective referenced tests or criterion referenced measures.

Signed at _____ this _____ day of _____ 19____.

_____
President

_____
Superintendent

_____
Public Schools

_____
Instructional Dean

_____
Director

_____
Vocational School

_____
Department Chairperson

_____
Instructor

_____
Vocational School

_____
Instructor

_____
Community College

_____
Instructor

PROCESS FOR

ADVANCED PLACEMENT CREDIT APPLICATION

Application forms for Advanced Placement Credit will be available for WCCC's Admission Office, High School Counseling Offices, and from instructors in all eligible Curriculum Area:

Instructor

(1) Instructors of each class covered by the Articulation Agreement will complete and sign an Application for Advanced Placement form (Appendix A) for each eligible student in their class who desires to attend Wayne County Community College.

(2) Completed forms, along with the WCCC Admission Application(filled out by the student) will be forwarded to the high school counseling department.

Counselor

(3) The Counselor will sign the Application for Advanced Placement Credit (retain the gold copy of the form for their file) amd attach a copy of the Competency Record to the form.

High School Routing Procedure

(4) The appropriate secretary will forward the Application for Advanced Placement Credit, the Application for Admission and the Competency Record to Wayne County Community College by July 1, 1980 or corresponding date in succeeding years). Students who apply for admission to WCCC after this date, and have earned advanced placement credit, should request from the high school counseling department their Application for Advanced Placement Credit and a copy of the Competency Record be sent to Wayne County Community College.

WCCC

(5) Upon receipt of the Application for Advanced Placement Credit, Competency Record, and Admission Application, the Dean of Occupational Programs and/or an appropriate subject matter program director will evaluate the Advanced Placement Credit form and the Competency Records for application credit.

(6) The dean's secretary will retain the yellow copy of the Advanced Placement Credit form and distribute the other copies.

a. Pink - to the high school counseling department.

b. Green - to the student accompanied by a letter from the V.P. for instruction.

c. White copy and Competency Records to the WCCC Admissions Office.

WAYNE COUNTY VOCATIONAL ARTICULATION

APPLICATION FOR ADVANCED PLACEMENT CREDIT

Social Security Number: _____ Date: _____ Phone: _____

Student's Name _____
Last First Middle

Address _____
Street City State Zip

High School _____ Year of Graduation _____

This certifies that the student named above has demonstrated the ability to perform tasks at competency level 3 or 4 in the _____ Program and is recommended for advance placement credit in the following Wayne County Community College Course(s).

Course Title	Number	Credit Hours

_____ _____
Teacher Date

_____ _____
Counselor Date

HIGH SCHOOL COUNSELLOR

1. PLEASE ATTACH TO THIS FORM:
   (1) COMPETENCY RECORD
   (2) WC3 ADMISSION APPLICATION (completed by student)
2. RETAIN GOLD COPY OF THIS FORM
3. RETURN FORMS TO:
   Wayne County Community College
   Vocational Administrator
   801 W. Fort
   Detroit, Michigan 48226

FOR OFFICE USE ONLY

Course Title	Number	Hours

Approved: _____
Vocational Director

Date: _____

(1) White: WC3 Admissions + Comp. Reco
(2) Green: WC3 Vocational Administrator
(3) Pink: Return to High School
(4) Yellow: Student
(5) Gold: Retained by Counselor

PROCEDURES FOR ADVANCED STANDING CREDIT APPLICATION

Application forms for advanced standing credit will be available at the Junior College Admissions Office, High School Counseling Offices, Educational Park Office, Kent Skills Center Offices and from Instructors in all eligible curriculum areas.

I. RESPONSIBILITIES OF INSTRUCTORS

A. Completion of Application Forms

1. Instructors of each class covered by the Interinstitutional Articulation Agreement, either in high school, Educational Park, the Kent Skills Centers, or JCOT will complete and sign Application for Advanced Standing Credit form (Appendix A) for each eligible student in their class who desires to attend Grand Rapids Junior College. It is important that all the information asked for on the form be supplied.
2. Instructors should obtain the signature of the principal or counselor on all application forms.

B. Distribution of Application Copies

1. Instructors should distribute the completed copies of the Application for Advanced Standing Credit as follows:
   a. white and pink copies: to Junior College Director of Admissions.
   b. yellow copy: to the recording secretary in the high school for the student's permanent file.
   c. goldenrod copy: to the student. (Instructor may wish to retain student copy until end of school year.)
2. Instructors should send to the K-MAP Project Director at Junior College by May 1 a list of potential students (with social security numbers) who will be recommended for advanced standing credit and who expect to enter Junior College the following fall.

II. APPRENTICESHIP ADVANCED CREDIT

1. Advanced credit for apprentice trainees will be determined by the Supervisor of Apprenticeship Training at Junior College.

GRAND RAPIDS JUNIOR COLLEGE

Kent Metropolitan Articulation Project
Application for Advanced Standing Credit

Social Security No. _____ Date _____

Student's Name _____
Last First Middle

Address _____ Phone _____

High School _____ Year of Graduation _____

- - - -

SECONDARY/POST-SECONDARY ARTICULATION AGREEMENT

Statement of Intent

This Articulation Agreement provides the mechanism which will enable vocational-technical education programs at the secondary and post-secondary level to interface in order to grant advanced standing and/or college credit to students for identified task competencies achieved in secondary programs, thereby reducing or eliminating unnecessary duplication and/or repetition of learning experiences.

Articles of Agreement

1. All articulating students must meet and maintain all entrance standards, prerequisites, and academic standards of the post-secondary institution and intended program of study.

2. Participating teachers at the secondary school will provide each student with a Student Achievement Recording Process (SARP) which identifies areas and levels of task achievement. This record will become part of the student's permanent record and will be forwarded to the post-secondary institution upon request by the student.

3. Students will receive advanced placement credit in post-secondary programs for courses for which they have demonstrated competencies for identified tasks. At the option of the post-secondary institution, a student may receive partial credit in a course for which they have demonstrated competencies.

4. The post-secondary institution maintains the option of accepting the SARP as proof of competency and/or administering a performance test. A fee may be charged for conducting performance tests.

5. Tuition for full course articulation will be waived. Tuition for partial course articulation may be waived.

6. Credit granted for articulated competencies will appear on the transcript of the credit granting institution.

7. Articulation Agreement Review and Change:

   7.1 Upon completion of the academic year, a review of the Articulation Agreement and process will be conducted. All superintendents, secondary principals, and occupational administrative personnel will be invited to provide input for review and revision.

   7.2 Upon completion of the academic year, a meeting will be scheduled for each occupational area in order to review occupational tasks and criterion tests used to measure levels of competency. All teachers of secondary and post-secondary occupational programs will be invited to provide input for review and revision of the tasks and tests.

   7.3 A participating institution may discontinue participation in total or in part under the above Articulation Agreement by submitting a written notice to each participating institution.

1. All students enrolled under the Articulation Agreement shall meet and maintain the prerequisites as established by the College for the intended program.

2. Participating teachers at the secondary level will provide each student with a record of their competency which certifies areas and levels of task achievement. This record will become part of the student's permanent file and will be forwarded to WC3 upon request by the student.

3. Students will receive college credit in WC3 programs for courses in which they have demonstrated competencies. These credits will be part of the total credits required for program completion.

4. A student must apply for admission to WC3 within one (1) year of graduation from high school in order to be eligible for college credit under this agreement. If the time limit has expired, students may opt to take performance tests. The cost for conducting performance tests will be an amount equal to one-half of the normal tuition for the course.

5. The student must be enrolled in WC3 and have accumulated at least 15 WC3 credits before credits obtained by articulation will be recorded on the student's transcript.

6. College credit granted for articulated courses will be limited to a maximum of nine (9) hours for a certificate program, and eighteen (18) hours for an Associate Degree program.

7. Tuition for courses articulated will be waived. No charges for advanced placement, advanced standing, or placement testing shall be made to any of the parties to this agreement nor to the students of any party to this agreement.

8. Articulation Agreement Review and Changes:

   8.1: A review of the Articulation Agreement and process will be conducted annually by relevant personnel from WC3 and from the secondary institutions.

   8.2: A meeting will be scheduled annually for each occupational area in order to review occupational tasks and criterion tests used to measure levels of competency.

   8.3: Minutes of meetings conducted will be sent to Superintendents of all school districts involved in articulation.

   Teachers of secondary and post-secondary occupational programs will be requested to provide input for review and revision of the tasks and tests.

Participating Vocational Program Areas

Accounting	Criminal Justice	Dental Assistants	Machine Tool
Auto Body Repair	Culinary Arts	Drafting	Nursing
Auto Mechanics	Data Processing	Electronics	Office Education
Child Care			Welding

Jun-21/jo

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT

SECONDARY/POST-SECONDARY ARTICULATION AGREEMENT

Statement of Intent

The purpose of this Articulation Agreement is to provide a mechanism through which vocational-technical education programs at the secondary and post-secondary level will interface, thereby granting students, who have mastered agreed-upon task competencies at the secondary level, college credit for similar task competencies in vocational technical programs at Wayne County Community College.

Participating Institutions

Wayne County Community College and _____ District agree to the terms of this articulation agreement. This agreement will be for an initial period of two years. The agreement will be renewable automatically thereafter for a period of two years unless either party notifies the other in writing by December 31 of the year preceding the last year of the agreement of their intention to renegotiate or discontinue the program.

_____ _____

President, Wayne County Community College Date

_____ _____

Superintendent, _____ District Date

SECONDARY/POST SECONDARY ARTICULATION AGREEMENT*

The purpose of this Articulation Agreement is to establish a procedure to enable vocational-technical students at the secondary level to obtain equivalency college credit for specified task competencies (skills) achieved at the secondary level.

Discipline areas to be articulated are**: _____

_____.

We, the undersigned, agree to the terms of this Articulation Agreement for a period of one (1) academic year commencing on _____, which shall continue in full force and effect unless either party notifies the other in writing of cancellation within thirty (30) days prior to the date of cancellation.

Signed at _____, this ____ day of 19___.

_____ _____

President, _____ Superintendent, _____
Community College Public Schools

* Approved by the Attorney General's office October 7, 1980

** A separate agreement will be prepared for each school division listing those disciplines which are taught in the school division.

ARTICULATION AGREEMENT*

This agreement** is made between and among the secondary schools of

_____ _____

_____ Community College and the State Board of

Community Colleges for the discipline area of _____.

We hereby agree to the following:

1. That we respect each other's professional opinion in regard to the evaluation of individual student's capabilities, and that we will not question each other's ability to evaluate students and their performance.
2. That the standards established by the mutually agreed upon performance objectives will be used for student evaluation.
3. That the system for grading competencies attempted will be as follows:

   4 -- Highly proficient: Can complete task quickly and accurately can direct others in how to do task. Needs only normal supervision.

   3 -- Competent: Can do all parts of the task. Needs only spot check of completed work. Meets minimum entry level requirements. Needs job entry supervision.

   2 -- Partially proficient: Can do most parts of the task. Needs help only on hardest parts. May not meet all job entry level requirements for speed and accuracy. Needs close supervision.

   1 -- Limited: Can do simple parts of task. Needs to be told or shown how to do most of task. Needs extremely close supervision.

   0 -- Cannot perform any part of task at a level sufficient for participation in a work environment

* Approved by the Attorney General's office October 7, 1980

** A separate agreement will be prepared for each of the disciplines of Auto [illegible] Drafting (Mechanical Drawing), Machine Shop, Electronics Servicing